

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 FEB - 5 PM 2:32</div>
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	199901	Amendment #
Rockwall ISD			
Vendor ID #	ESC Region #		
	Region 10		
Mailing address	City	State	ZIP Code
1050 Williams Street	Rockwall	TX	75087-

Primary Contact

First name	M.I.	Last name	Title
Rikki	J	Smith	Director of Instructional Tech and Media Services
Telephone #	Email address		FAX #
469-698-7121	rikki.smith@rockwallisd.org		

Secondary Contact


First name	M.I.	Last name	Title
Kristopher		McDonald	Elearning Coordinator
Telephone #	Email address		FAX #
469-698-7088	kristopher.mcdonald@rockwallisd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
David		Carter	Chief Financial Officer
Telephone #	Email address		FAX #
469-698-7149	david.carter@rockwallisd.org		
Signature (blue ink preferred)			Date signed



2/1/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

199901

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dorris Jones Elementary School
 Doris Cullins-Lake Pointe Elementary School
 Amanda Rochell Elementary School
 Ouida Springer Elementary School
 Howard Dobbs Elementary School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Rockwall ISD is applying for the Technology Lending Grant in order to implement a technology lending program at our Title I campuses. Rockwall ISD has five Title I elementary campuses with a population of over 40% economically disadvantaged, and this year's snapshot shows that the number is growing each year. The campus with traditionally the lowest number of economically disadvantaged students is up 10% since last year's data was released. A recent survey of all students at our Title I campuses shows that about 30% of the students don't have access to devices like laptops or computers and around 10% of those students don't have access to any type of wireless or data plan with which to access the internet at home. This program will help ensure that economically disadvantaged students have equitable access to technology and internet at home through a laptop and wireless hotspot check-out program. Through a district needs assessment, we have determined a need to increase digital literacy among all Rockwall ISD students through implementing engaging technology-driven lessons throughout the curriculum. By providing at-home access to devices and wireless internet service to economically disadvantaged students, teachers will have more flexibility in their lesson design, more confidence in using our learning management system to push out material and assignments, and an increased ability to provide a blended or flipped learning environment to students.

The goal of our program is to ensure our economically disadvantaged students have access to student Chromebooks and wireless hotspots, with unlimited data, so that all of the students in Rockwall ISD will have equitable access to technology. In Rockwall ISD, a committee of 60 teachers, students, administrators, parents and community members met seven times over a four month period to develop a needs assessment for Rockwall ISD. This committee identified the following needs that relate to the Technology Lending Grant:

- Ensure that technology resources are accessible to all learners both within and outside of the traditional school day.
- 21st century skills should be integrated into the currently required kindergarten through 8th grade Technology Application TEKS so that this enhanced list will not only meet standards set by the state, it will meet the goal of the RISD community by preparing students for the requirements of the 21st century.
- An ongoing, professional development program, tied to curriculum goals, with a built in evaluation for teachers, administrators, and parents to ensure that technology is used appropriately to promote learning for all students.
- An ongoing accountability system, starting with campus-based administrators and extending to all teaching staff, that ensures teacher knowledge, use and integration of technology resources.
- Ensure equitable access to, or an infrastructure that supports, student owned devices which are capable of promoting digital learning and Web 2.0 or greater technologies.

Our district and campus goals are developed utilizing these needs as a part of the data. The Instructional Technology and Technology Services departments work together to ensure that we are addressing these needs as a district.

With these needs in mind, we would like to implement a device lending program at our Title I campuses. Economically disadvantaged students in 4th through 6th grade at elementaries in Rockwall with over 40% of the students economically disadvantaged would be able to check out a Chromebook and a wireless hotspot in order to work on projects, complete homework, use programs like iStation at home to fill gaps in math and reading, and practice technology skills that they learn during the school day. The wireless hotspots will have our district filtering system in place so that students will be able to access the internet in a safe, filtered environment while at home. We've requested, through this grant, to purchase 25-35 Chromebooks and wireless hotspots for each campus. The exact number that each campus receives is determined by school population

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Best practices, determined by districts that currently have technology lending programs, show that providing devices to 5-10% of the students who need them is sufficient. To budget for the program, we have calculated enough devices and hotspots for 10% of economically disadvantaged 4th-6th grade students at our Title I campuses. The budget for this project includes 140 Chromebooks and the additional services required to prepare each Chromebook for student use, such as Chrome Management and White Glove Services. (With White Glove Services, the vendor will deliver our Chromebooks ready for students to use and already set up on our network and our Google Admin Panel.) With a one year service commitment, the wireless hotspots themselves will be free of charge, but included in the budget is 15 months of unlimited data on each hotspot. Full coverage insurance and a carrying bag for both the Chromebook and the hotspot are also included in the budget. The Chromebooks we are purchasing are aligned with our district model of Chromebooks in the classroom so that students who use the Chromebooks at home will gain familiarity with the devices and be more comfortable while accessing them at school as well.

In order to determine which students will have access to this program, we will do a needs survey with parents of economically disadvantaged families at each campus. We will invite families who don't have access to a computer and wireless internet at home to a parent night prior to the first day of school. At this parent night, we will explain that students who opt to participate in the technology lending program will be able to check out a laptop and filtered wireless hotspot in order to complete school work at home. Students will be able to check out devices from the library at the end of the school day and will return them the next morning. Each campus Library Media Specialist will manage the inventory and check the devices in and out to students. Parents who choose to have their students participate in this program will be asked to sign a Technology Lending Agreement. As new students register, if they are identified as economically disadvantaged, a campus administrator will explain the program and enroll the family if they are interested. The first week of school, students who are enrolled in the program will have an introductory course, taught by the Library Media Specialist and the Instructional Technology Specialist. This course will focus on digital citizenship, caring for their devices, and guidelines and expectations for devices. Once students have attended the introductory course, they will be able to check out the equipment. Throughout the year, campus personnel will evaluate the program through reports and anecdotal evidence from teachers, parents and students to determine what additional training is needed for students and/or parents and to tweak the check-out system so that it meets the needs of the students on each particular campus. The Director of Instructional Technology will also evaluate the program quarterly through data supplied by Google Admin on Chromebook use and data supplied by T-Mobile on hotspot use, as well as teacher, student and parent surveys. Instructional Technology Specialists will provide training and support on those campuses regarding integrating technology into the curriculum and supporting teachers as they provide a blended learning environment for students.

Throughout this application, I will address the technology equipment that we have on these campuses and the funding we use to purchase students devices as part of the statutory requirements. Through this grant, there will be no person offered employment, though our district HR department fingerprints any person employed or contracted by Rockwall ISD, in accordance with the TEA fingerprinting requirement.

Throughout this application, we will cover how our application meets all of the TEA program requirements as well.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 199901			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$56,980	\$	\$56,980
Schedule #9	Supplies and Materials (6300)	6300	\$38,500	\$	\$38,500
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
1.902% indirect costs (see note):			N/A	\$	\$1,794
Grand total of budgeted costs (add all entries in each column):			\$95,840	\$	\$97,274
Administrative Cost Calculation					
Enter the total grant amount requested:					
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 199901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Insurance for Chromebooks (\$75 per device for 2 years)	\$10,500
2	TMobile EmpowerEd Wifi Hotspots, unlimited data (\$20 per month for 15 months)	\$42,000
3	Chrome Management (\$24 per device)	\$3,360
4	Chromebook "white glove service" (\$8 per device)	\$1,120
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$56,980
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$56,980

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 199901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$38,500
Grand total:		\$38,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 199901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 199901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 199901										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	1567	49%	Total and average from 5 Title I elementary campuses											
Limited English proficient (LEP)	769	24%	Total and average from 5 Title I elementary campuses											
Disciplinary placements	5	0.1%	Total and average from 5 Title I elementary campuses											
Attendance rate	NA	97%	Average from 5 Title I elementary campuses											
Annual dropout rate (Gr 9-12)	NA	N/A	Grant applies to elementary only.											
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					466	476	491							1,433

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Schedule #13—Needs Assessment

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rockwall Independent School District (Rockwall ISD) has made a commitment to enhance the value of education through the infusion of technology into the instructional environment. In spring of 2016, a 60 member team was created to determine technology needs for our students and determine the types of technology placed in our instructional spaces over the next five years. This committee met seven times over a four month period as they learned about the technology currently in place and the skills students need to be successful in the 21st century workplace.

The membership of the Rockwall ISD Bond Committee was representative of all RISD faculty and staff, but also included parents and Rockwall community members. During committee meetings, members were invited to share their views, recommendations, priorities, and experiences related to the use of technology in Rockwall ISD to support instruction and student achievement. In addition to committee recommendations, district leadership analyzed data from various sources, such as longitudinal STaR Chart results, server logs, and feedback from professional development workshops. Federal and state regulations have been correlated to every goal and strategy listed in this comprehensive plan. An analysis of the individual indicators on the STaR chart indicates that Rockwall ISD needs to continue to increase access to technology for teachers and students, increase opportunities for professional development in the areas of learner centered projects, and strive to provide anytime, anywhere use of online resources for students and teachers. Identified needs that lead to implementing a technology lending program from this committee included:

- Ensure that technology resources are accessible to all learners both within and outside of the traditional school day.
- 21st century skills should be integrated into the currently required kindergarten through 8th grade Technology Application TEKS so that this enhanced list will not only meet standards set by the state, it will meet the goal of the RISD community by preparing students for the requirements of the 21st century.
- An ongoing, professional development program, tied to curriculum goals, with a built in evaluation for teachers, administrators, and parents to ensure that technology is used appropriately to promote learning for all students.
- An ongoing accountability system, starting with campus-based administrators and extending to all teaching staff, that ensures teacher knowledge, use and integration of technology resources.
- Ensure equitable access to, or an infrastructure that supports, student owned devices which are capable of promoting digital learning and Web 2.0 or greater technologies.

For the purpose of this grant, we are focusing on our five Title 1 elementary campuses whose economically disadvantaged populations are above 40%. These campuses are: Dorris Jones Elementary, Doris Cullins-Lake Pointe Elementary, Amanda Rochell Elementary, Ouida Springer Elementary, and Howard Dobbs Elementary. Based on data collected at these campuses, we have determined that these campuses have the highest percentage of students who need access to a technology lending program in order to have equitable access to devices outside of school. Individual Campus Improvement Plans also include objectives that ensure that equitable access to technology and technology integration is a campus priority.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Ensure that technology resources are accessible to all learners both within and outside of the traditional school day.	The Technology Lending Grant would provide both devices and internet access for economically disadvantaged students outside of the school day and ensure equitable access to technology and digital learning for all students.
2.	Provide resources that enable individualized, 24/7 learning experiences.	Through this grant, and the implemented technology lending program, teachers will have the ability to assign homework that requires internet access and will be able to more effectively reach beyond the walls of the classroom and expect "anytime, anywhere" learning for all students, regardless of economic background.
3.	Improve the quality and relevance of instruction and increase student learning by effectively integrating technology into the curriculum.	With the assurance that students will have access to internet and devices at home, teachers will have greater opportunity to enhance their lessons and increase digital learning in the classroom.
4.	Digital literacy and 21st century skills should be integrated into the curriculum with a focus on Technology Application TEKS in kindergarten through eighth grade.	Digital literacy, or the mastery of digital skills essential for the future, is an area where students who don't have access to devices and internet at home are at a disadvantage. The Technology Lending Grant, by providing equitable access, would also ensure equitable access to the skills that students inherently learn when using computers and the internet; skills like cognition, etiquette, motivation, and socialization, as well as 21 st century skills like communication, collaboration, creativity and cross-disciplinary thinking.
5.	Ensure that students have the training and resources available to make responsible decisions when working in a digital environment.	Each campus provides one to two hours of digital citizenship to each elementary student per year, but it's important that those skills are reinforced at home. Through the Technology Lending Grant, we will be able to give students the opportunity to explore and create online, in a safe, filtered environment, while also providing extra digital citizenship training for those students who check out the equipment.

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Schedule #14—Management Plan

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Instructional Tech/ Media Services	Oversees integration and implementation of instructional technology district-wide; oversees campus level Instructional Technology Specialists and Library Media Specialists.
2.	Library Media Specialists	Collection management, including checking out instructional materials and inventory.
3.	Instructional Technology Specialists	Technology integration in the classroom, supporting Technology Application TEKS implementation, teacher professional development and modeling classroom integration.
4.	Technology Manager	Oversee Campus Technicians; manage technology projects and implementation.
5.	Campus Technicians	Support technology devices at the campus level.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Technology resources will be accessible to all students within and outside the school day.	1. Purchase/prepare Chromebook devices.	06/01/2018	08/11/2018
		2. Establish device check-out procedures.	06/01/2018	08/11/2018
		3. Purchase/prepare wireless hotspots.	06/01/2018	08/11/2018
		4. Train campus administrators, Campus Technicians, Instructional Technology Specialists, and Library Media Specialists on upkeep and utilization of Chromebooks and wireless hotspots.	8/08/2018	8/22/2018
		5. Work with campus team to ensure that there is a clear and detailed plan in place for parent, student and teacher training, as well as check-out and upkeep of devices.	7/24/2018	8/17/2018
2.	Provide resources to students and teachers that enable individualized, 24/7 learning experiences.	1. Survey parents to determine which students need access to the technology lending program.	8/08/2018	8/30/2018
		2. Provide a parent education night where parents are trained on the devices available in the technology lending program and sign an authorization form prior to devices being checked out to students.	08/08/2018	09/17/2018
		3. Provide monthly training on using Google Suite for Education with students to increase digital learning and collaboration.	08/27/2018	05/31/2019
		4. Have each teacher create and use Google Classroom with their students in order to digitally share work and have students digitally submit assignments.	8/27/2018	05/31/2019
		5.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus in Rockwall ISD implements a Campus Improvement Plan process each year. Campuses begin this process by developing a committee of teachers, administrators, parents and community members. The Campus Improvement Committee works together to determine campus goals through a comprehensive needs assessment based on various forms of data (state testing data, student, parent and teacher surveys, campus climate surveys, and technology readiness surveys), state and federal requirements, previous campus goals and district goals. Based on the needs assessment, goals are created for the campus. Objectives are then outlined for each goal and under each objective are numerous strategies that serve as milestones to meet the objective. These goals, objectives and strategies make up the Campus Improvement Plan. The committee meets monthly during the school year to evaluate each strategy and determines, quarterly, the progress made on each objective. At these quarterly meetings, the team determines if and how the objectives should be adjusted in order to continually meet the overall goals of the campus. Each campus spends time at the beginning of the year sharing the campus goals with faculty. As goals are met or altered, campus.

At the district level, the same process is repeated to create district level goals, objectives and strategies.

Throughout the year, the Instructional Technology team evaluates progress on the Instructional Technology goals and provides focus to areas that need improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently in Rockwall ISD, we have a Bridging Home to School program being implemented across the district. The Technology Department utilizes devices that are near end of life and no longer being used in the classroom and assigns those computers to students in need. These students are identified through campus principals. This program does not apply strictly to economically disadvantaged students and is implemented at all 20 of our campuses. Currently, there is no funding allocated for this program. The technology lending program that we are proposing will provide new devices that are similar to the ones that students use in the classroom. This program will also provide residential wireless, which isn't being currently provided.

To maximize effectiveness of grant funds, and to ensure that all participants remain committed to the project's success, the program will be managed by the Director of Instructional Technology and Media Services. This person will work closely with campus administration, Library Media Specialists and Instructional Technology Specialists to ensure that each facet of the program is on target to reach our goals and collect data to evaluate each milestone.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Collect data to ensure an increase in student access to devices.	1.	Chromebooks and hotspots are regularly checked-out.
		2.	Chromebooks and devices are maintained and available for check-out.
		3.	Hotspot data levels are increased.
2.	Collect data to ensure an increase in access to online learning opportunities.	1.	Increased time spent on iStation.
		2.	Increased use of Google Docs, Sheets and Slides.
		3.	Increased number of teachers using Google Classroom.
3.	Collect data to ensure an increase in technology integration in the classroom.	1.	Increase in teacher and student use of Google Drive.
		2.	Chromebooks and hotspots are regularly checked-out.
		3.	Improved T-TESS ratings relating to technology integration.
4.	Collect data to ensure digital learning improvement.	1.	Improved student confidence when working with technology.
		2.	Increase in quality of submitted student work.
		3.	Decrease in classroom management issues.
5.	Collect data to ensure an improvement in student achievement data.	1.	Improvement on both summative and formative assessments.
		2.	Improvement on standardized test scores.
		3.	iStation reading and math scores and data will show an improvement.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When lending Chromebooks and wireless hotspots to students, there are many ways to collect data. On the wireless hotspots, we will be able to collect data on usage times and dates, as well as the amount of data used. Through our internet filter, we will be able to collect data on the types of websites the students are accessing at home. With the Chromebooks, we can collect data on what files students are creating, how they are using Google Drive and Google Classroom, and how much time they spend logged in to the Chromebook while at home. Through our library collection management system, we will be able to tell how many of the devices are being checked out and how frequently, as well as who is checking devices out.

All of this data will be used to identify how many students we are serving through this program and how they are utilizing the devices at home.

Additionally, data from gradebook, campus and district assessments, and STAAR testing will be analyzed to determine the correlation between the technology lending program and student achievement. Data from our online math and reading intervention program, iStation, will also be evaluated to determine student growth in mastery of the TEKS.

Anecdotal information from teachers and students will be collected. It will help us determine the effectiveness of the program in regard to improved digital learning, increased levels of technology integration, and improved student confidence and classroom management.

To determine an increase in level of technology integration in the classroom and digital instruction, we will collect data on professional development offered and attended at each campus, as well as classrooms visited and support provided by the Instructional Technology Specialist. Additionally, Google Admin data will show if teachers use of Google Classroom and other Google apps increased.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 199901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We are currently using bond funds to implement a technology model on each elementary campus that has:

- 10 Chromebooks in every classroom.
- 125 iPads that are shared throughout the campus.

All elementary campuses have ereaders available for check-out, but those do not have internet access for home use. The student downloads the book at school and then has access to it on the device at home. Title I campuses also have ereaders available with books preloaded that economically disadvantaged students can take home over break. These ereaders do not have internet access at home either.

Each campus has access to Bring Your Own Technology (BYOT) wireless capability and students can bring any device from home and connect to our filtered network. At the elementary campus, our BYOT program starts with 5th grade.

As mentioned above, some students participate in the Bridging Home to School program, where they are checked out a near end-of-life laptop. This device is checked out to them and stays at home as long as they are enrolled in Rockwall ISD.

In Rockwall ISD, student devices are primarily purchased with bond funds. Instructional Material Allotment (IMA) funds are tightly budgeted and used to purchase textbooks, other hard copies of instructional material and instructional software. The purchases made with IMA funding directly ties to TEKS in each curriculum area. A small portion of funds has been used to replace projectors at end-of-life in the classroom; but installation of new projectors district wide comes from bond funding. Student devices that are used in the classroom, such as computer labs and student Chromebooks, are replaced out of the Technology Services budget as needed, but new programs are not purchased through district funds.

In regard to the TEA fingerprinting requirement, Rockwall ISD Human Resources Department currently ensures fingerprinting of any employee or contractor who works in the district. These grant funds will not be used to hire or contract any new employees, nor will the allocation of these funds require new or contracted employees to work in the district.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 199901

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on our needs assessment and district goals of providing equitable access to devices, integrating technology into the curriculum, and designing lessons that encourage high levels of learning inside and outside the school day, the implementation of a technology lending program will allow our economically disadvantaged students the access to technology and internet that their peers have. Teachers are currently hindered in fully integrating technology into their lessons because they can't rely on all students to have access to the technology at home that they need to complete assignments or continue their learning. One goal in our district is to improve reading and math STAAR scores at the elementary level. Students have access to programs such as iStation that suggest up to 30 minutes a day of work in the program to fill in gaps in their learning and to reach grade level and beyond in math and reading instruction. For economically disadvantaged students who don't have devices and internet access at home, teachers have to find time during the school day for students to get these important interventions. Sometimes that means missing elective courses or missing valuable instruction in other courses. A technology lending program would allow interventions to take place outside the school day and increase learning in all areas.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 199901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the use of wireless hotspots that are available for check out, along with Chromebooks, students will have access to filtered internet at home in order to complete their assignments and interventions.

Through T-Mobile, the wireless hotspot devices are free with one year of service. For \$20 a month per device, T-Mobile will provide unlimited data to each hotspot. Unlimited data is important, especially in a check-out program like the one we plan on implementing, because there is no concern of running out of data at the end of the month. With our wireless hotspots, students will have uninterrupted access to data each time they check out a device.

Because these devices use data, they can be used anywhere that there is cell service. These students will check out the Chromebook and hotspot devices at the end of the school day, so they will also have the opportunity to access the internet while they are on the bus on the way to and from school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 199901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A current goal on all of the elementary campuses included in this grant to implement technology at high levels in the curriculum and promote digital learning in every classroom. By providing internet access and devices outside of the school day, teachers will feel more confident moving their instruction to a classroom management system and placing more of their lessons and assignments in an online environment when they know that home access will no longer be an issue.

With the ability for students to access online interventions at home, teachers will be able to focus more of the instructional time on helping students master the current curriculum by spending less time ensuring that students are getting intervention to fill in their learning gaps. This will improve instruction in every classroom and help our campuses meet and exceed both STAAR minimum standards and Average Yearly Progress.

Regarding classroom management, while there won't be a direct impact because these devices won't be used in the classroom, as students use and become more familiar with the Chromebooks, their comfort level with technology, knowledge of digital citizenship and understanding of digital literacies will improve. This will definitely impact the classroom. These students will become more comfortable when using the same Chromebooks in the classroom environment and will be more engaged and confident. They will also be able to focus more on the learning because they won't have to focus so much on how to use the devices.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rockwall ISD utilizes digital instructional materials throughout the foundation curriculum in many ways. Rockwall is a Google Suite for Education district, and our teachers utilize Google apps during their instruction and use Google Classroom as a learning management system to share and collect assignments.

In each core course, there are online textbooks and materials related to the textbooks that the student can access. Social studies curriculum, for example, uses Studies Weekly, which has newspapers available for the students to access online that focus on the curriculum each week. Math and science also have online textbooks and materials available.

Students have access to online instructional databases for research, including PebbleGo and TexQuest databases. These databases are used in primarily writing and reading, science, and social studies courses, but have content that can easily be implemented into any curriculum.

Students also have access to video streaming resources via United Streaming and a music and sound library called Soundzabound that has royalty free music that they can incorporate and edit for their learner-centered projects.

Each elementary student has access to iStation Reading and iStation Math, and Rockwall ISD purchases the bilingual version and the home-based version. This allows students to work on math or reading intervention outside of the school day, which is instrumental for improvement and achievement for students needing intervention.

All of the instructional materials listed above can be used on any device that has an internet connection, so students who participate in the technology lending program will be able to access these materials at home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 199901

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Rockwall ISD, our elementary campuses currently have Chromebooks in the classroom, so the implementation of a technology lending program won't add anything to the current level of support and infrastructure needed. The personnel on campus who will manage the program and support the devices already support similar devices. Each campus has direct connections to 1GB or greater internet speed with wireless access points in each instructional area, so any access that would be needed for support or maintenance of the devices is available.

Both the wireless hotspots and the Chromebooks will be managed and inventoried following our district policy for technology equipment. The families checking out the equipment will be expected to follow the district's Authorized Use Policy and the guidelines set forth in the Technology Lending Agreement. Parents will be responsible for any lost or damaged equipment as per district policy. Grant funds have been budgeted to cover insurance on the Chromebooks for the first two years of purchase. This will allow us to replace any instances of damage, loss or theft that occur and insure that the equipment is maintained and in proper working order.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 199901

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to determine which students will have access to this program, we will do a needs survey with parents of economically disadvantaged families at each campus. We will invite families who don't have access to a computer and wireless internet at home to a parent night before school starts. At our parent night, we will explain that students who opt to participate in our technology lending program will be able to check out a laptop and filtered wireless hotspot in order to complete school work at home. Students will be able to check out devices from the library at the end of the school day and will return them the next morning.

Each campus Library Media Specialist will manage the inventory and check the devices in and out to students. Parents who choose to have their students participate in this program will be asked to sign a Technology Lending Agreement. As new students register, if they are identified as economically disadvantaged, a campus administrator will explain the program and enroll the family if they are interested.

The first week of school, students who are enrolled in the program will have an introductory course, taught by the Library Media Specialist and the Instructional Technology Specialist. This course will focus on digital citizenship, caring for their devices, and guidelines and expectations for devices. Once students have attended the introductory course, they will be able to check out the equipment. As devices are checked in each day, the Library Media Specialist will ensure that all equipment is returned and the device is in working order. If any concerns are expressed from the student about the functioning of the device, or if the Library Media Specialist notices any issues, the Campus Technologist will be contacted to provide maintenance. Any damage to the device will be handled through the Assistant Principal, according to the discipline policy outlined in the Student Handbook and Authorized Use Policy.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Throughout the year, campus personnel will evaluate the program through reports and anecdotal evidence from teachers, parents and students to determine what additional training is needed for students and/or parents and to tweak the check-out system so that it meets the needs of the students on each particular campus.

The Director of Instructional Technology will also evaluate the program quarterly through data supplied by Google Admin on Chromebook use and data supplied by T-Mobile on hotspot use, as well as teacher, student and parent surveys.

Instructional Technology Specialists will provide training and support on those campuses regarding integrating technology into the curriculum and supporting teachers as they provided a blended learning environment for students.

Per our district policy, insurance will be purchased for students devices to cover loss, theft, or damage of the Chromebook. The fee for the insurance will be paid for through the grant, so families will not take on this charge.

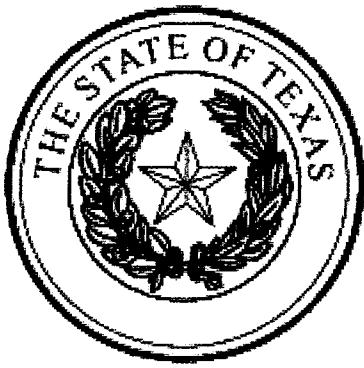
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Texas Education Agency

2016 Technology Plan Filing Certificate

This certifies that
ROCKWALL ISD (199901)
has filed a technology plan in the Texas Education Agency ePlan
system for the 2016-2017 school year.

The plan is effective for 1 year.

This plan was filed on June 26, 2017.

This technology plan covers the period starting on
July 1, 2016 ending on June 30, 2017.

A handwritten signature in cursive script, reading "Melody Farni L.".

Deputy Commissioner, Technology
CIO/CDO/IRM
Office of Information Technology Services
Texas Education Agency